



1995-96 KIRIS OPEN-RESPONSE ITEM SCORING WORKSHEET

Grade 4 — Arts and Humanities Question 2

The academic expectations addressed by this item include:

2.23 Students analyze their own and others' artistic products and performances using accepted standards.

2.24 Students have knowledge of major works of art, music, literature, and appreciate creativity and the contributions of the arts and humanities.

2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as language, literature, and history.

The core content assessed by this item includes:

- Elements of Music (rhythm, timbre, tempo)
 - * Rhythm is the combination of sounds and silences in the same or differing lengths.
 - * Timbre (Tone Color) - A variety of instruments are used in music. Families of instruments can be identified (unique sounds or tone color). The families to be assessed are strings, brass, and percussion instruments (rhythm instruments and simple drums).
 - * Tempo - Musical pieces are produced in different tempos such as fast or slow.

2. Movie Music

Many of today's composers write music for movies. The music is used to help us understand the characters, their feelings, and what is happening in the movie. The music may make us feel happy, sad or fearful for the characters.

Think about a cartoon movie you know, such as *The Lion King*, *Beauty and the Beast*, or *Pocahontas*. Choose a character from the cartoon movie. Use the elements of music (rhythm, pitch, tempo) to explain how the music helped develop and show changes in that character.

SCORING GUIDE

Score	Description
4	Student selects a character from a cartoon movie and clearly explains how music helps develop and show changes in that character. Student uses rhythm, pitch and tempo in explanation. Example: Student may describe a character as happy with a fast, high melody but changes to a low pitched, slow melody when the character was sad. Student uses correct terminology.
3	Student selects character and describes their mood and the music that plays during that mood and identifies the changes through the movie. But answer is less developed than 4 response.
2	Student selects character and describes the mood of the character and what music played. Student does not make connection between mood of character and music or describe changes in either. No character given but gives general discussion of mood and music.
1	Names a character and a mood from one of the movies but explanation is vague or not there.
0	Response is incorrect or irrelevant.
Blank	No response.



KIRIS ASSESSMENT ANNOTATED RESPONSE GRADE 4 ARTS AND HUMANITIES

Sample 4-Point Response of Student Work

Student selects
a cartoon
movie and
character.

Student explains
how music is used to
show changes in
character.

A character from the cartoon movie The Lion King can be Scar. The music develops and shows changes in Scar in many ways. The rhythm helps him by making the music sound scary when he gets meaner. The pitch helps him by making the pitch get higher every time he gets meaner and low when he is lost. The tempo helped him by making the tempo faster when he was fighting and when he fell off the cliff.

Student uses correct
terminology in
explanation.

Student uses three (3) elements
of music to explain moods,
actions in cartoon.



KIRIS ASSESSMENT ANNOTATED RESPONSE GRADE 4 ARTS AND HUMANITIES

Sample 3-Point Response of Student Work

Student selects character from cartoon movie.

Student describes how music is used to show changes in moods of characters.

I chose Symba in The Lion King at the first of the movie they played feeling happy music when Symba was born then they still played feeling happy music when Mufasa shown Symba the Kingdom and at the middle of the movie when the wilby's started to stampede they played fearful music and when Mutasa died they played sad music and when the hayena's started to chase Symba they played fearful music and then Symba ran and meet two animal and they sang together and as they sang he started to grow up and then he went back to fight Scar they played fearful music and at the end of the movie they played feeling happy music.

Student fails to make connections between the music changes and characters throughout.



KIRIS ASSESSMENT ANNOTATED RESPONSE GRADE 4 ARTS AND HUMANITIES

Sample 2-Point Response of Student Work

Student chose character from cartoon movie.

I'll choose the charter in the Lion King. I will choose little Simba because he sings I gonna be a mighty king and it has a tempo.

Student mentions one (1) element of music but without explanation.

Student fails to make connections with characters and moods.

Sample 1-Point Response of Student Work

Student selected cartoon movie.

Student chose character, however vague in explanation.

The lion king is the movie I chose and the character I choose is simba. The music helped develop show changes because the music had gone from happy to sad to happy to sad and kept going on until it finally ended in happy.

Student eludes to changes of music, but fails to clarify and connect music with characters and moods.

INSTRUCTIONAL STRATEGIES

Movie Music

Define and explain the elements of music: rhythm, pitch/timbre, and tempo.

Listen to a variety of musical selections. Help students identify in each of the selections the elements of music: rhythm, pitch/timbre, and tempo.

Engage students in rhythm activities (e.g., note values - write, discuss and play notes on instruments).

Lead students in movement activities experiencing fast and slow music. Listen to various styles and discuss how the tempos change.

Listen to music in different pitches/musical keys. Listen to different musical instruments and identify how their pitch and tones are distinct and different. Discuss how different pitches set different moods.